



Milton-Freewater School District

2025-27 Integrated Application

This Integrated Plan combines the common goals and requirements of six state and federal initiatives into a roadmap for supporting the success of our unique students and community. Please find below:

1. **Outcomes & Strategies:** *Click here for a summary of the results we are working towards and the strategies we will implement this biennium to help achieve these goals.*
2. **Narrative:** *See below for information about how our school meets state and federal required components in order to be eligible for continued funding.*
3. **Budget:** *Click here for the activities and investment of funds we have planned to carry out our strategies.*

We will report quarterly progress to the Oregon Department of Education and provide an annual report to our local stakeholders via a school board presentation and link on our website. For more information, please reach out to Superintendent Aaron Duff.

Needs Assessment Summary

1. Please offer a description of the needs assessment process you engaged in and the summary of results of that needs assessment. Please name the trends noticed through the state and local data review and indicate which data sources were used, including CTE-related information. Explain how the needs assessment and state and local data has informed specific decisions for this plan and budget.

To prepare for this Update, we focused on two essential questions about the Plan's impact on the experiences of our highest-need students and the effectiveness of instruction. To find answers we used existing meeting and accountability structures, looked at state and local data and asked our stakeholders for input. Details follow.

Question 1: Are we improving the daily experience of our highest-need students to set them up for learning?

We want to understand the barriers our students, including those in foster care and unhoused, face and how we can help minimize their impact. Sometimes the battle is lost before the student arrives at their desk, impacting not only the student's ability to learn but also other students in the classroom and staff who deal with the fall-out. Our investigations are aimed at reversing those patterns. Findings include:

- **Transportation:** We learned 40% of our students are bussed. Higher numbers of students in need of flexible scheduling and foster/homeless students placed outside the district require additional midday routes. Easing these systems is critical to ensuring students have consistent, stable days at school.
- **Nursing Support & Scheduling:** Our most vulnerable students need consistent access to nursing services which requires increasing our FTE so we can have a nurse assigned to each building.
- **Behavior Support:** We have learned from our classroom teachers, paraprofessionals and administrators that our approach needs to shift to have a broader impact. In the upcoming biennium, our licensed behavior staff will no longer be tied to a classroom and will instead be free to coach staff, facilitate Functional Behavior Analysis', work with kids individually and support school climate.
- **Review of Wraparound Support:** The data confirms these staff are simply indispensable. Our 4-Year Graduation and Freshman On-Track rates for All and Focal group populations grew, some by double digits, to over 95%. Focal group 3rd Grade ELA Proficiency exceeded the target and grew by 18.6%. We barely missed the focal group Regular Attendance target but performance improved by over 2%. As a result, we are prioritizing our Family Outreach Liaison at Mac-Hi and the expansion of our Student Success Coaching model and Community In Schools (CIS) partnership to Central Middle School. This CiS partnership has transformed our building cultures by wrapping support around our highest need families; promoting the district across the community; constantly assessing needs; and identifying barriers to success and how to knock them down.

Question 2: How can we improve instruction to help students make academic progress and graduate on-time?

Our PLC, EIS, instructional coaching and teacher observation systems provide a steady stream of information our administrative team used to identify the effectiveness of our curriculum and instruction:

- Bouncing back from pandemic-era instruction to a targeted and strategic approach has revealed our newer teachers need more support in understanding, prioritizing and aligning standards.
- Bolstered by staff surveys and observations it is clear that while teachers use a core set of instructional strategies we can continue to work on ensuring they are consistently applied and owned by the students.

- Our Dual Language program is effective, popular and needs to grow along with its students to middle school.
- Our teachers have been piloting, refining and expanding resources for monitoring progress and interventions. On their recommendation we will add the MAPS Reading Fluency diagnostic and replace our Math intervention.
- Instructional coaches support instruction, new teachers and help our ELL Systems run smoothly. If funding allows, we will add an Early Literacy Coach to focus on inclusion of SPED and English language learners in PreK-3 classrooms, including training High Dosage tutors, paraprofessionals and teachers.
- As part of their High School Success eligibility review staff identified a need to refine PLC processes to ensure students stay on-track to graduate.

Equity Advanced

1. Explain how you incorporated your equity lens or tool into your planning and budgeting process. Outline key activities/strategies from your outcome/strategies Smartsheet and identify specific activities to support prioritized focal student groups.

Milton-Freewater Unified School District (MFUSD) integrated our equity lens into planning and budgeting by centering the needs of our most marginalized students. Using needs assessment data, stakeholder input, both formal and informal, and data mining, we identified focal groups—including students receiving SPED services, English Learners, students experiencing homelessness or in foster care, and those experiencing trauma—who were not being fully supported.

To address this, we incorporated self-reflection tools for staff to evaluate their instruction and engagement strategies. These reflections guided professional development and instructional shifts aimed at more inclusive, responsive practices and prioritized funding of resources. We examined what was working—such as strong co-teaching models and trauma-informed classroom approaches—and expanded those strategies.

Specific activities from our strategy Smartsheet included targeted academic interventions, culturally responsive teaching practices, and expanded access to student health and wellness supports. We prioritized flexible learning environments, accessibility, and consistent adult-student relationships to reduce daily barriers for students.

We emphasized the importance of making each student's day "cool and smooth," ensuring they enter classrooms ready to learn. Budget decisions reflected this focus, with

investments in social-emotional learning, additional paraeducator support, and family engagement liaisons.

Overall, equity remained our compass—guiding decisions not just toward fairness, but toward transformation in daily experiences for students who need it most.

2. What professional development or training is planned throughout the biennium for teachers, staff, and administrators to address the cultural, social, emotional, and/or academic needs of students, including those of focal students?

Feedback from staff and analysis of our needs assessment have made it clear: we must narrow our focus and align professional development (PD) to priority outcomes. Staff reported feeling overwhelmed by the volume of offerings, signaling the need for clarity and coherence in our PD efforts.

A key finding from data and staff surveys is that many educators struggle with understanding academic standards, identifying priority standards, and using data to guide instruction and intervention. To address this, we will focus on helping staff recognize essential standards within core instruction and determine appropriate next steps based on student understanding.

We also identified a district-wide need for re-engagement with Professional Learning Communities (PLCs). Many current staff members did not participate in MFUSD's original PLC work, leaving a gap in collaborative instructional planning. Strengthening PLCs will support shared responsibility for student outcomes and improve instructional practices across content areas.

As we build a more inclusive CTE model, we will provide targeted PD for staff to support SPED students safely and effectively in hands-on courses involving machinery and technical tools. We will also continue to invest in Wayfinder, our K–12 SEL program, with PD focused on consistent, intentional implementation across classrooms.

3. What policies and procedures do you implement to ensure the inclusion of children and youth navigating houselessness in all programs and activities?

We follow the requirements of the McKinney-Vento Act, ensuring immediate enrollment, transportation assistance, and equal access to academic and extracurricular opportunities.

To support this population, we have established clear district procedures for identifying and supporting students experiencing housing instability. School staff are trained annually on

how to recognize and refer students in need. Our enrollment process removes barriers such as lack of documentation or prior school records.

Our Community in Schools partnership plays a key role in connecting students and families to critical resources, including food, clothing, mental health services, and stable housing support. In addition, through SB 3499 funding, our School and Family Liaison provides individualized support and acts as a bridge between home and school to increase engagement and reduce barriers.

At the secondary level, Student Success Coaches offer mentoring, academic support, and connection to services for students navigating housing instability. These coordinated efforts ensure students have consistent adult support and access to all aspects of the educational experience, including after-school programs, meals, field trips, and CTE opportunities.

MFUSD's policies are grounded in equity and trauma-informed practices, aiming to create safe, welcoming environments where all students—regardless of housing status—can thrive.

4. Describe any efforts to ensure opportunities for all students to participate in CTE programs that are generally considered male or female dominated.

We proactively identify and address barriers that may prevent focal student groups—such as girls in manufacturing or boys in early childhood education—from full participation.

MFUSD provides professional development for CTE instructors through our consortium, focusing on strategies to support students in non-traditional pathways. In Manufacturing and Welding, we've invested in equipment designed for all body types and introduced virtual welders to reduce intimidation and support early skill development. Instruction is structured to allow students to specialize within pathways, promoting flexibility and engagement.

Our Youth Transition Program (YTP) also plays a vital role in supporting focal student groups, particularly students with disabilities, by providing hands-on career exploration and exposure to a wide range of job opportunities. YTP works closely with students to build confidence, develop work-readiness skills, and connect them with real-world experiences across multiple career fields—helping break down barriers and broaden future possibilities.

To further ensure access, students are equally exposed to all CTE pathways through forecasting events held each spring at Mac-Hi. These events promote career options to all students, helping break down gender stereotypes and encourage diverse participation.

MFUSD continuously monitors participation and achievement data to ensure our CTE programs are inclusive, responsive, and aligned with our commitment to equity and opportunity for all.

Well-Rounded Education

1. Explain any changes or updates to your program review based on the Program Review Tool and Oregon's Early Literacy Framework.

Based on the Program Review Tool and Oregon's updated Early Literacy Framework, MFUSD has made key adjustments to strengthen early literacy instruction and intervention. While our original RTI program was aligned to the previous Framework, the disruptions caused by COVID and subsequent staffing changes prompted a full review and reset. This included reevaluating our instructional tools and practices to ensure alignment with current research and student needs.

One major shift has been a strategic reprioritization of foundational literacy instruction, particularly in grades K–3. While vocabulary and comprehension remain important, we are now placing a stronger emphasis on explicit, systematic phonics instruction at the K/1 and 2/3 levels. This decision is grounded in data showing that many of our students benefit most from a solid decoding foundation before moving into higher-level literacy skills.

RTI meetings have also been restructured to improve the identification of student needs and to streamline the intervention process. We have narrowed our use of materials to a select group of proven, evidence-based resources that are effective with our specific student population. Additionally, we are developing a strategic decision guide to create a more prescriptive and consistent approach to interventions across grade levels and buildings.

2. How do you ensure curriculum design and the adopted curriculum for all content areas (core or basal and supplemental) consist of a clearly stated scope and sequence of K-12 learning objectives and is aligned to all state and national standards?

Our comprehensive process begins with a curriculum audit involving teachers and subject matter experts. This audit identifies strengths, gaps, and areas for improvement, incorporating current research and best practices to guide decisions.

Before adoption, instructional materials are piloted in classrooms to gather feedback from teachers and students. Instructional staff and administration collaboratively evaluate the materials and present recommendations to the School Board. The Board then reviews the proposed curriculum, ensuring alignment with all standards and confirming that learning objectives are clearly defined across grade levels.

Public input is also encouraged prior to adoption, promoting transparency and community involvement. Once adopted, MFUSD supports effective implementation through targeted professional development. A long-term training plan ensures both current and new staff are equipped to deliver the curriculum with fidelity throughout its life cycle.

Ongoing curriculum review and evaluation are integral to our process. We use multiple data points—including assessment results, teacher and parent feedback, and classroom observations—to ensure continued alignment and effectiveness. This structured approach guarantees that our curriculum remains rigorous, relevant, and responsive to student needs.

3. Describe your system for ensuring classroom instruction is well-rounded, intentional, engaging, and challenging for all students.

At the elementary level, MFUSD uses the research-based Guided Language Acquisition Design (GLAD) model which promotes academic language development through visual supports, cooperative learning, and scaffolding strategies, making complex concepts accessible and engaging.

Co-teaching models pair ELD teachers with core content teachers to deliver integrated language support, enhancing differentiation and inclusive instruction. General and special education teachers also collaborate to meet diverse learning needs. Instructional coaches at both elementary and secondary levels provide ongoing support to implement best practices across classrooms.

To continuously improve instruction, MFUSD conducts instructional practices surveys to help teachers reflect on their use of high-impact strategies and inform future professional development. Student input is also central to our instructional planning—student groups regularly provide feedback on course offerings, including classes they wish were available. This ensures our programming is aligned with their interests and aspirations.

Additionally, we actively engage with industry partners to align instruction with workforce needs. These partnerships inform curriculum design and ensure our students are graduating career-ready with relevant, real-world skills.

4. How do you ensure that students, families, and community members experience a safe and welcoming educational environment, including but not limited to being free from drug use, gangs, violence?

Our schools are supported by Student Resource Officers (SROs), Student Success Coaches, school counselors, and Community in Schools liaisons who work collaboratively to foster positive school climates and respond to student needs. Staff participate in regional threat assessment training to ensure we have systems in place to identify and respond to concerns before they escalate.

To reduce barriers and increase trust, we actively work to improve communication and engagement with families. We've hired bilingual, bicultural staff, including a Family School Engagement Liaison at the middle and high school, and other bilingual support personnel. We provide interpreters and seek to employ biliterate individuals to ensure families can communicate comfortably with school staff.

We recognize and respect cultural differences, especially within our Latinx community. As many families are now second or third generation U.S.-born, we continue to create culturally responsive spaces and offer flexible engagement opportunities at various times to accommodate work schedules. We frequently offer free events with meals to reduce economic barriers.

Communication has been enhanced through a new district website and expanded social media presence. Through these efforts, we strive to create a safe, connected, and inclusive school community where all students and families feel valued and supported.

5. How do you ensure students have access to strong school library programs?

Each school maintains a well-equipped library with access to a wide range of print and digital resources, including books, e-books, audiobooks, and research databases. A full-time, media specialist supports all school libraries, collaborating with teachers to integrate research and literacy skills into classroom instruction.

The media specialist provides research guidance, co-develops instructional units, and facilitates engaging programs such as school-wide book reads, book fairs, and literacy events that promote a love of reading. Our libraries are inclusive spaces that offer diverse

materials aligned with curriculum and student interests, fostering critical thinking and independent learning.

MFUSD also partners with local public libraries and educational organizations to expand access to resources and enrich student learning. Through these efforts, the district ensures all students develop strong information literacy skills and a lifelong appreciation for reading.

6. How are you monitoring the effectiveness of interventions for students who experience depression, anxiety, stress, and challenges with dysregulation?

Our school counselors, student success coaches, and support specialists are highly visible and prioritize relationship-building with students, creating safe and trusting environments where students feel comfortable seeking help. Staff across the district have received training to recognize signs of emotional distress and dysregulation, allowing for early intervention.

MFUSD has a full-time, district-contracted licensed mental health counselor available on-site, providing consistent access to mental health services for students. Each school also now has a dedicated nurse, strengthening our capacity to support students' overall well-being.

An established EBIS (Effective Behavioral and Instructional Support) team regularly reviews data to monitor student progress both academically and emotionally, ensuring that interventions are timely and effective.

We have clear referral processes in place and continue to focus on increasing parent awareness and education about available mental health supports. Through these coordinated efforts, MFUSD ensures that students receive comprehensive, responsive, and ongoing care to support their mental health and learning success.

7. How do you identify and support the academic needs of students who are not meeting or exceeding state and national standards for focal student groups? What systems are in place for supporting the academic needs of students, including for focal student groups, who have exceeded state and national standards?

Milton-Freewater Unified School District uses a multi-tiered system of support to meet the academic needs of all students, including those not meeting or exceeding standards. The district has implemented the MAP Growth K–12 Diagnostic Tool, and staff have engaged in professional development to effectively analyze student data, identify learning gaps, and target areas where students excel. Elementary schools utilize Walk to Read and Walk to Math frameworks, progress monitoring tools, and RTI processes to provide instruction at

each student's level. EBIS teams are in place at all levels to monitor and support academic, behavioral, and overall student growth and well-being.

At the secondary level, intervention specialists and Student Success Coaches provide individualized support. Honors programs, high-interest electives, and expanding STEAM offerings at the middle and high school levels provide high interest and engaging learning opportunities for all students. The district also offers advanced CTE courses, AP History, Oregon Teacher Pathway, and dual credit opportunities.

To strengthen our data-informed practices, building administrators receive continued training and support along with our instructional coaches for supporting site-level teams. We continue to implement creative intervention support opportunities at the secondary level. Expanded special education staffing ensures targeted support for diverse learners.

Family and community engagement remains a priority, with growing efforts to systematize communication, home visits, and access to academic resources. Despite challenges finding substitutes for PD, MFUSD remains committed to training staff in evidence-based practices such as differentiated instruction and student engagement. Through innovative programs and ongoing evaluation, the district is ensuring consistent, equitable support for all students.

8. If planning to develop a new CTE Program of Study, please name the intended program to be started, timeline, and the steps taken or to be taken.

Not at this time

9. What CTE defined work-based learning experiences are available for students? Describe any efforts you are making to expand these opportunities.

CTE Programs of Study have access to a variety of work-based learning (WBL) experiences, though efforts are underway to expand and enhance these opportunities. Currently, students engage in advanced coursework and participate in student leadership organizations that provide exposure to real-world skills. The district has also adopted the Wayfinder Career Readiness curriculum, used weekly during Pioneer Time to help students explore careers and prepare for the workforce.

Work-based learning experiences offered include job shadowing, internships, industry visits, guest speakers, career fairs, and mock interviews. Students receive resume-building support, career planning guidance, and mentoring from professionals in their fields of interest. The YTP program provides tailored WBL experiences for students on IEPs or 504

plans, including job shadowing and internships, while a summer work experience program is available through VR services.

To expand these offerings, MFUSD is actively working with the InterMountain CTE Consortium and building partnerships with local businesses to cultivate future internship sites. The goal is to provide more structured and meaningful WBL experiences across all CTE pathways. Staff also participate in conferences and workshops to enhance instruction and bring updated industry knowledge back to the classroom.

10. Do your students have the opportunity to earn CTE college credit while in high school? If yes, no explanation required. If no, please explain.

Yes

Engaged Community

1. What improvements have you made when engaging with your community, including focal students, families, and staff, in the past two years? What barriers, if any, continue to exist or were experienced?

We have made significant strides in engaging with our community, including focal students, families, and staff. We created a media team dedicated to improving communication and promoting district events and achievements. We've also expanded both formal and informal opportunities for stakeholder input, adapting tools from The Grad Partnership Toolkit and the *Learning That Works for Oregon* Discussion Guides to guide our efforts.

Our Communities in Schools program has grown, providing stronger, more consistent support for students and families. We continue to utilize our Family School Liaison to conduct home visits and strengthen connections with families who may face barriers to engagement. Feedback is gathered in a variety of ways to ensure accessibility and inclusivity—surveys, motivational interviews, and quick feedback opportunities during well-attended events such as ELD Night, Dual Language Night, Parent/Teacher Conferences, Science Nights, sporting events, and music programs.

Despite these improvements, barriers remain. Time constraints, language differences, and limited access to transportation or technology can still impact participation for some families. Additionally, while we've made progress in collecting feedback, turning that data into sustained action across the system is an ongoing challenge. Nevertheless, we remain

committed to fostering authentic partnerships with our community and continuously improving how we listen, learn, and respond to those we serve.

2. List the strategies used to engage with focal students and families about the integrated plan throughout the planning process. (At least two strategies are required.)

Throughout the planning process for the Integrated Plan, Milton-Freewater Unified School District implemented multiple strategies to engage with focal students and families. At McLoughlin High School, student voice was elevated through a series of empathy interviews focused on access to advanced courses. These interviews were conducted randomly, and demographic data was reviewed afterward to ensure feedback was representative of all students, including those in focal groups.

Additionally, school counselors conducted empathy interviews with students involved in High School Success (HSS) and Career and Technical Education (CTE) pathways. These conversations provided valuable insight into students' experiences and helped identify barriers and opportunities specific to focal groups.

To engage families, we partnered with Communities in Schools to administer anonymous annual needs assessment surveys to both parents and staff. Because the population served by Communities in Schools primarily experiences poverty and often represents other focal groups, the data collected offered authentic input about the supports families need.

These combined efforts helped ensure that the voices of focal students and families informed planning and decision-making in a meaningful and inclusive way.

3. List the strategies used to engage with staff, both classified and certified, about the integrated plan throughout the planning process. (At least two strategies are required.)

Milton-Freewater Unified School District used multiple strategies to gather input and ensure broad representation. One key strategy involved surveying staff in Fall 2024 about the implementation of the K–12 Wayfinder SEL curriculum. The survey assessed the effectiveness of the tool and gathered staff perspectives on its strengths, challenges, and additional support needs.

At McLoughlin High School, an instructional best practices survey was administered to certified staff and reviewed with the Site Council and during staff meetings. To include classified staff, paraprofessionals were invited to complete a parallel survey focused on their observations of classroom practices, allowing for a comparison between teacher-reported strategies and classroom realities. This dual perspective provided a more holistic view of instructional implementation.

Additionally, site council members and administrators were given the opportunity to complete a survey and provide feedback on the district’s progress toward the outcomes and activities outlined in the previous Integrated Guidance document. This included sharing current site-level efforts, identifying successful programs, and offering suggestions or priorities for the upcoming plan.

Outcome of Engagement

4. Looking at your Community Engagement process holistically, what did you learn from the community and staff? Explain how you applied the input to inform your planning.

Through our community engagement process, we learned that families and staff are appreciative of the strides made in communication and outreach, particularly the increased efforts to engage focal group populations. One key success identified was the positive impact of transition programs, such as the Jump Start Program, which help build relationships with students before they enter a new school environment. This feedback reinforced our commitment to maintaining and expanding these efforts.

Input from staff and families also highlighted the need for a more focused approach to priority standard development, which would better guide prescribed interventions and support academic success. Additionally, there was strong support for increasing high-interest, hands-on learning opportunities—affirming our direction toward expanding innovative educational programs across grade levels.

Safety remains a top concern for families and staff, and we are using that feedback to prioritize school safety measures in our planning. Feedback also emphasized the importance of trauma-informed and behavioral supports, especially at the elementary level, prompting us to evaluate and expand our current systems of support.

Lastly, we heard strong encouragement to build out a comprehensive life skills program across all levels, reflecting the community’s desire to equip students with the tools needed for success both in and out of the classroom. These insights were directly applied to our Integrated Plan to ensure we are aligning resources and strategies with what our community values most.

Strengthened Systems and Capacity

1. What system do you have to recruit, onboard, and retain quality educators and leaders, including those who are representative of student focal groups?

Milton-Freewater Unified School District uses a comprehensive approach to recruit, onboard, and retain high-quality educators and leaders, with a focus on building a workforce that reflects the diversity of our student population. Recruitment efforts are targeted and inclusive, utilizing job boards, social media, job fairs, and outreach to diverse communities to attract candidates with the skills and backgrounds that support student success—particularly those representative of focal student groups.

Once hired, new staff participate in a structured onboarding process that includes training on district policies, instructional expectations, and access to mentorship and coaching. MFUSD also participates in the regional REN Teacher Mentor Program, which provides additional support and guidance to early-career educators. Instructional coaches are available to support all teachers, with a priority focus on those in their first three years, helping to ensure a strong and supported start.

To retain staff and promote growth, the district provides ongoing professional development opportunities, including workshops, conferences, and online learning. These offerings are designed to keep staff current with best practices and support continuous improvement.

We also prioritize building a supportive and positive work culture, offering competitive compensation, recognizing staff contributions, and creating opportunities for advancement. These efforts not only strengthen retention but also foster a sense of belonging and purpose within our schools.

2. What systems are in place to ensure that focal students are being taught by effective and highly qualified teachers as frequently as other students?

Several systems are in place to ensure that focal students—those who are multilingual learners, experiencing poverty, have disabilities, or are students of color—are taught by effective and highly qualified teachers as frequently as their peers.

We utilize data analysis to monitor teacher assignments, student demographics, and achievement outcomes to identify and address any disparities in access to effective instruction. This helps ensure that focal students are not disproportionately placed with less experienced or less effective teachers.

Our professional development is intentionally designed to support teacher effectiveness with diverse learners. Training includes culturally responsive practices, English language development, special education strategies, and social-emotional learning. Instructional coaches and the REN Teacher Mentor Program provide targeted support, with a focus on new teachers to improve classroom impact early in their careers.

Our hiring practices aim to attract and retain a diverse, skilled workforce. We seek candidates who are not only highly qualified but also demonstrate a commitment to equity and success for all students.

Teacher evaluation systems include feedback on instructional effectiveness and responsiveness to diverse learning needs. These evaluations guide ongoing coaching and professional growth.

Finally, we strategically allocate resources—such as coaching support, paraprofessionals, and intervention services—to schools and classrooms with the highest concentrations of focal students, ensuring they receive the high-quality instruction and support they deserve.

3. Describe your system for analyzing disciplinary referrals, suspensions, and expulsions, including disaggregating this information by focal groups.

Milton-Freewater Unified School District is committed to creating a safe, inclusive learning environment by reducing the use of exclusionary discipline practices such as suspensions and expulsions. We recognize the long-term negative impacts these practices can have—particularly for focal student groups including students of color, those experiencing poverty, English learners, and students with disabilities.

Our system for analyzing disciplinary data includes regular review of referrals, suspensions, and expulsions disaggregated by race/ethnicity, disability status, language proficiency, and socioeconomic status. Building-level teams analyze trends quarterly to identify any disproportionality and address root causes.

To support this work, we've implemented positive behavior support systems and are expanding restorative practices across the district. Staff receive professional development in trauma-informed care, cultural responsiveness, and strategies for de-escalation and student engagement—particularly for working with students from diverse backgrounds and needs.

We partner with Communities In Schools and utilize our Family Liaison and behavioral specialists to support students at risk of exclusionary discipline, ensuring they and their families receive wraparound support.

Our discipline policies are under continuous review to ensure fairness, consistency, and alignment with our goals of keeping students engaged in learning. When exclusionary actions are necessary, we prioritize reintegration plans and support for reentry.

4. What systems are in place to support students and families who are transitioning between LTCT sites, YCEPs, and JDEPs to schools?

Milton-Freewater Unified School District provides a coordinated, student-centered system to support youth transitioning from LTCT sites, YCEPs, and JDEPs back into school settings. Each student is supported by a multidisciplinary transition team that may include a Student Success Coach, School Counselor, School Resource Officer (SRO), and an administrator, along with any additional resource staff needed based on the student's unique needs.

We work closely with Community Counseling Solutions, which holds the county mental health contract, to access Wraparound Services and Skills Trainers. These services ensure students and families have access to behavioral health support, case management, and consistent care during and after transition.

Our Level 1 and Level 2 Threat Assessment Teams help assess risk and coordinate ongoing supports when needed, ensuring a safe and supportive school environment. These teams also guide reintegration plans that include academic, behavioral, and mental health goals tailored to each student.

In addition, the County Care Program enhances coordination with outside agencies to support student wellness and connect families to critical resources. Frequent check-ins and ongoing communication between the school, family, and community partners are central to sustaining successful reintegration.

5. How do you support students and families in the transition between early childhood education programs and local elementary school programs from elementary to middle grades? From middle grade to high school? From high school to postsecondary education and/or workforce?

Milton-Freewater Unified School District (MFUSD) supports student transitions at every level through a comprehensive, relationship-driven approach. For early childhood, we subcontract 18 Preschool Promise slots and operate Little Pioneers Preschool, providing high-quality education. We also house Early Intervention, ECSE, and YMCA programs at Freewater School for easier family access. MFUSD administrators participate in the Blue Mountain Early Learning HUB and serve on the Early Childhood Coordinating Council to align services regionally.

We facilitate smooth transitions through clear communication, including PreK–12 conferences twice yearly with interpreter support. Highly engaging summer “Jump Start” programs are offered for students moving into K, 4th, 6th, and 9th grades. These week-long

experiences at 4, 6, and 9th and 3 week-long experience at K, build relationships, ease anxiety, and increase connection with school staff.

MFUSD also hosts orientation events, open houses, and school tours to help families and students become familiar with new environments. Academic support, including after-school homework clubs, helps students meet new academic demands during transition years.

For high school to postsecondary transitions, we offer career exploration opportunities, access to CTE pathways, and individualized guidance. These efforts are designed to help students make informed decisions about their futures, whether that includes college, training programs, or entering the workforce.

Through collaboration, intentional planning, and strong community partnerships, MFUSD ensures that every student is supported academically, socially, and emotionally as they transition through their educational journey.

6. What career exploration and career development coursework and activities are offered to support awareness, exploration, preparation, and training at the various grade-bands? Describe your system for sharing information with students and parents regarding career connected learning and CTE opportunities, including any guidance, counseling, and connections to education plans and profiles.

Milton-Freewater Unified School District offers a range of career exploration and development opportunities designed to support student awareness, preparation, and training across all grade levels. Our system emphasizes job shadowing, internships, industry visits, and guest speakers to help students connect classroom learning to real-world careers. We are expanding career fairs to include not only colleges but also representatives from trade industries and high-demand career fields.

Career readiness is integrated into the curriculum through platforms like Wayfinder Curriculum, MAP Growth (with career aptitude components), and YouScience, which are used during advisory periods and family nights to guide students in exploring both traditional and non-traditional pathways.

We are intentionally shifting our mindset to promote career-connected learning with the same visibility as college readiness, ensuring students and families understand the full spectrum of opportunities—from entry-level roles to professional careers. Teachers and advisors actively provide balanced guidance on career and college pathways, helping students align their education plans and profiles with their interests and goals.

To ensure equitable access, all communication is provided in families' primary languages and through multiple modes, including newsletters, social media, school events, and one-on-one meetings. Staff are encouraged to make personal invitations to ensure engagement, especially among focal group students and families.

Early Literacy Inventory and Prioritization

1. What is the name of the funding source for the 25% match for early literacy? (check all that apply)
 - General Fund
 - Student Investment Account (SIA)
 - State School Fund SSF
 - Title I
 - Title II
 - Title III
 - Title IV
 - N/A (less than 50 ADMw, no match required)
 - Other
2. Please do your best to mark which of the following categories best describe how you are using your matching funds? (check all that apply)
 - Hiring
 - Purchasing Curricula & Materials
 - High-Dosage Tutoring
 - Extended Learning Programs
 - Professional Development & Coaching
 - Other purposes

Feedback

1. How can ODE support your continuous improvement process?

To effectively support our continuous improvement process, it is essential that ODE staff deeply understand the unique context, challenges, and strengths of our district. This begins with in-person visits and relationship-building. Having support from individuals like Angie and Adam—who know our schools, have built trust with our teams, and are accessible for questions and guidance—has been a critical part of our success.

Support from our ESD has also been invaluable. Their technical assistance in preparing applications, organizing data, and aligning our district goals with state requirements ensures our plans are not only compliant but also meaningful. When ESD and ODE staff are present during stakeholder engagement sessions, they gain firsthand insight into our community's needs, barriers, and aspirations. This shared understanding leads to more relevant and tailored professional development offerings and implementation support.

ODE can continue to support our district best by maintaining these personal, collaborative relationships, prioritizing in-district presence, and aligning technical assistance with our local goals.

Plan Summary

1. Provide an overview of the plan detailing the key aspects and rationale behind the chosen approach. Describe the vision of the plan and how it addresses strengths and areas for growth identified in the needs assessment, including those specifically related to CTE. Additionally, describe how the plan will work towards addressing the co-developed LPGTs or Local Optional Metrics.

In alignment with our district's vision, we have steadily built systems to strengthen our academic programming and provide wraparound support for our students to be successful. From the beginning this work has been in partnership with our community through a strategic planning initiative.. One of the most valuable lessons learned is that we *can* strengthen our core mission of providing superior education to students without shouldering all of the responsibility for wraparound support. Sometimes our role is to be the primary provider, and sometimes we improve our results by letting others help us. This approach is improving the climate and culture in our buildings, relieving pressure on administrators and educators so they can focus on what they do best, and most importantly, providing a level of quality service to our students and families that we would not be able to achieve on our own. Examples of the work CIS does in our schools include: breakfast clubs to help students start their days off right; coordinating police and firefighter reading buddies; and facilitating food boxes. We meet with them monthly to review data and adjust priorities based on the needs assessments they conduct with families and school personnel. These partnerships are truly supporting the work of our educators, reflected in the progress made towards our Outcomes and success meeting all but one of our Longitudinal Performance Growth Targets as detailed in the Needs Assessment Summary.

Although the vision for our Integrated Plan has not changed, we are shifting some of the verbs in our Strategies to reflect our current state, which has moved from an exploratory phase to a refining and sustaining phase. The activities in our budget also reflect the journey we have been on over the last couple of biennium to pilot and sharpen our investments for the best return on investment and, now, to expand or refine those that are having the biggest impact. Examples include:

- Expanding our dual language program to Central Middle School
- Continuing to provide a Student Success Coach at Central Middle School
- Expanding Community In Schools programming
- Refining our SEL programming to increase paraprofessional support, shift the role of our behavior specialist from a classroom second choice support to building support and continuing implementation of a new curriculum.
- Working with staff to be more strategic around professional learning so they aren't overwhelmed and the investments are directly tied to our greatest needs.
- Expanding high dosage tutoring beyond Early Literacy
- Prioritizing the people and programming that engage our secondary students in activities and coursework to support their transitions from middle to high school and high school to their next steps.
- Add to our coaching and specialist ranks with a half-time Early Literacy Coach who will focus on helping paras and classroom teachers support SPED and EL students.

Last, we appreciate Integrated Guidance's goal of ensuring the health and safety of our campuses, not just for our staff and students but also because their central locations in our town make them magnets for activity beyond the regular school day. Every year we discover blind spots in our security system that stymie local law enforcement or behavior intervention. This update was an opportunity for us to review our facilities and identify needs for improving supervision and safety.